Universal Design for Learning: Assessment

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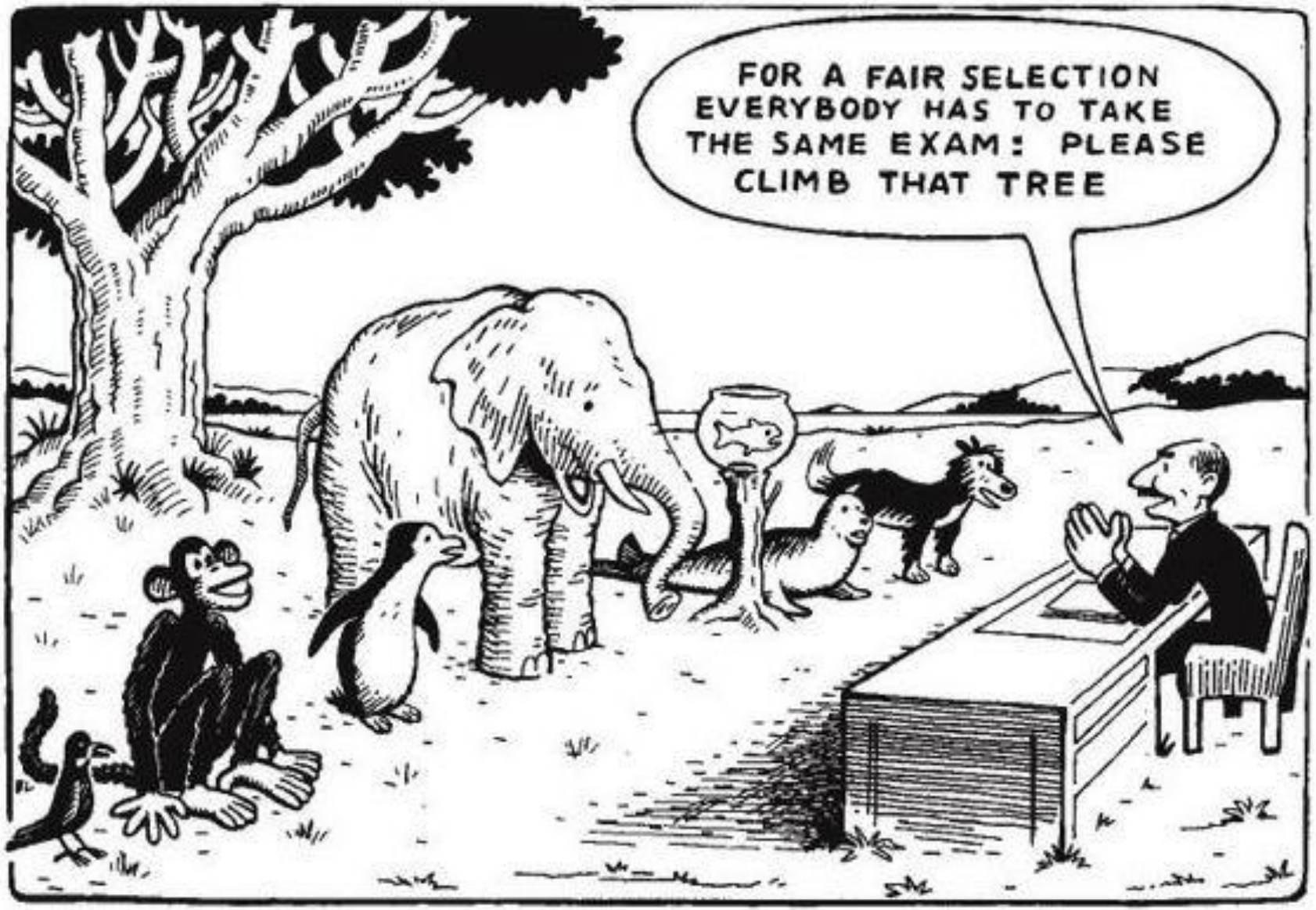


http://udluniverse.com/

Universal Design for Learning

Is what?

A scientifically valid framework that

Does what?

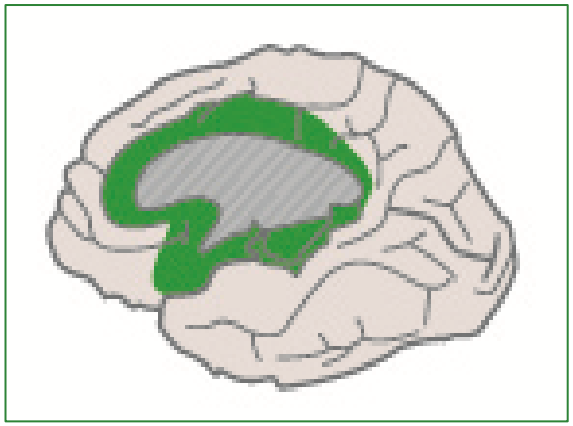
Provides multiple means of access, assessment, and engagement and removes barriers in instruction

For what?

achieve academic and behavioral success for all

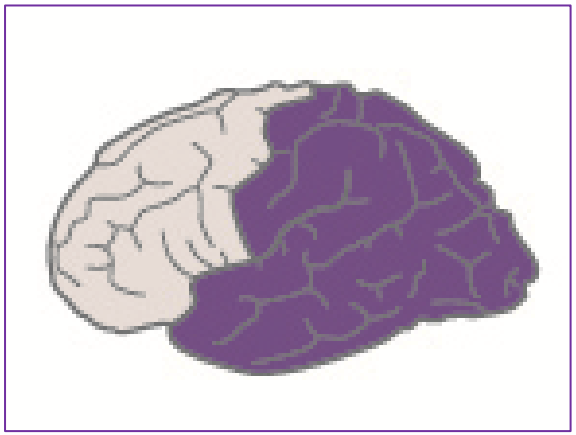
Three Brain Networks

Affective



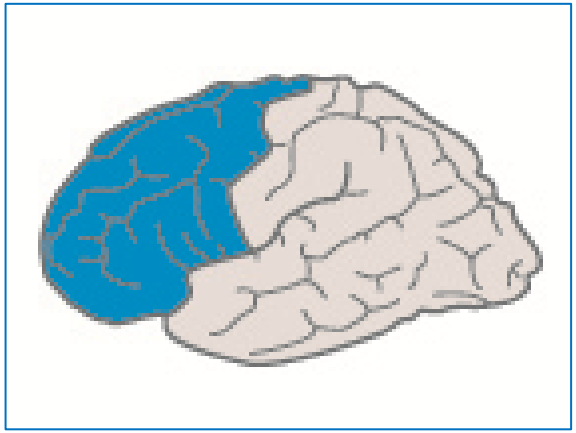
"why"

Recognition



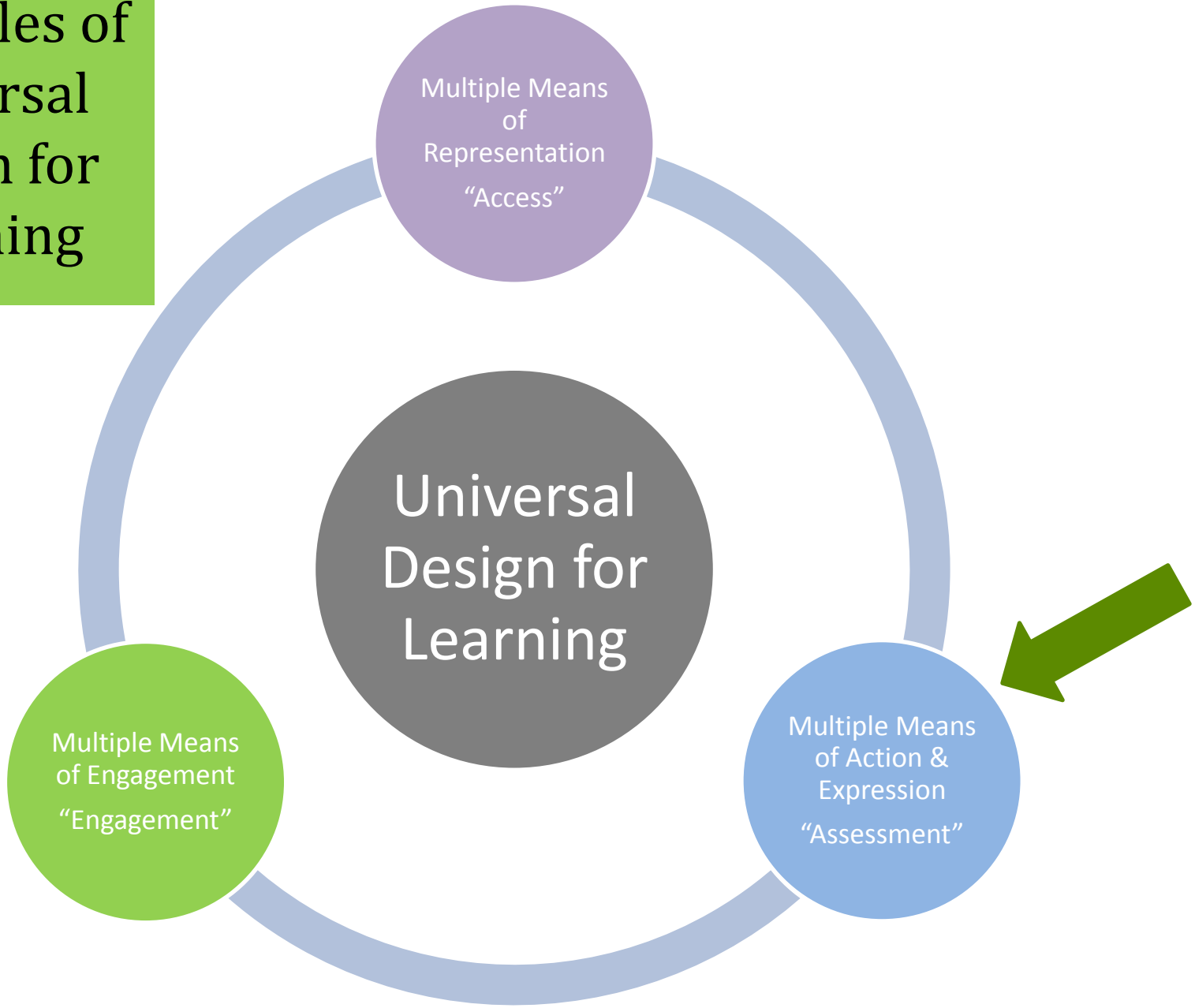
"what"

Strategic



"how"

Three Principles of Universal Design for Learning



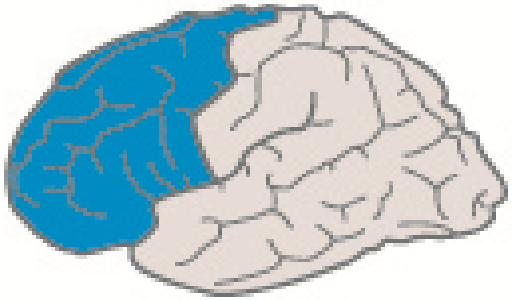
Assessment Principle

Provide options for executive function
- Guide appropriate goal-setting
- Support planning and strategy development
- Enhance capacity for monitoring progress

Provide options **for expression and communication**
- Use multiple media for communication
- Use multiple tools for construction and composition
- Build influences with graduated levels of support for practice and performance

Provide options for physical action
- Vary the methods for response and navigation
- Optimize access to tools and assistive technologies

Strategic



"how"

Assessment Principle Guideline: Provide Options for Executive Functions

- Focus on skills students need to become strategic, goal-directed learners
- The stronger students become in the skills of this guideline, the more successful they are likely to be postsecondary
- Help students learn to monitor their own progress

Universal Design for Learning in the Classroom (Hall, Meyer & Rose, 2012)
Design and Deliver (Loui Lord Nelson, 2014)

Assessment Principle
Guidelines and Checkpoints

Provide Multiple Means of Action and Expression	Resource	Description
Provide options for executive functions		
Guide appropriate goal-setting	worksheetplace.com for great educators	Templates for goal-setting worksheets can organize and guide students' personal goal setting
Support planning and strategy development	RPC Research Project Calculator	Allows users to enter assignment due dates and will send email reminders. Also provides scaffolding for various types of assignments such as outlining main points, creating a bibliography, etc.
Facilitate managing information and resources	Graphic Organizers	Graphic organizers are effective tools to manage information and resources. These supports help students to organize their thoughts and establish relationships between ideas.
Enhance capacity for monitoring progress	readwritethink	Variety of writing and editing checklists to help students learn to monitor their work and the work of peers.

Assessment Principle Guideline:

Provide options for expression and communication

- Focus on how students express themselves
- Consider all of the ways students can communicate
- Provide models of skilled performance, scaffolding, and time for practice
- Building fluency in a skill is essential

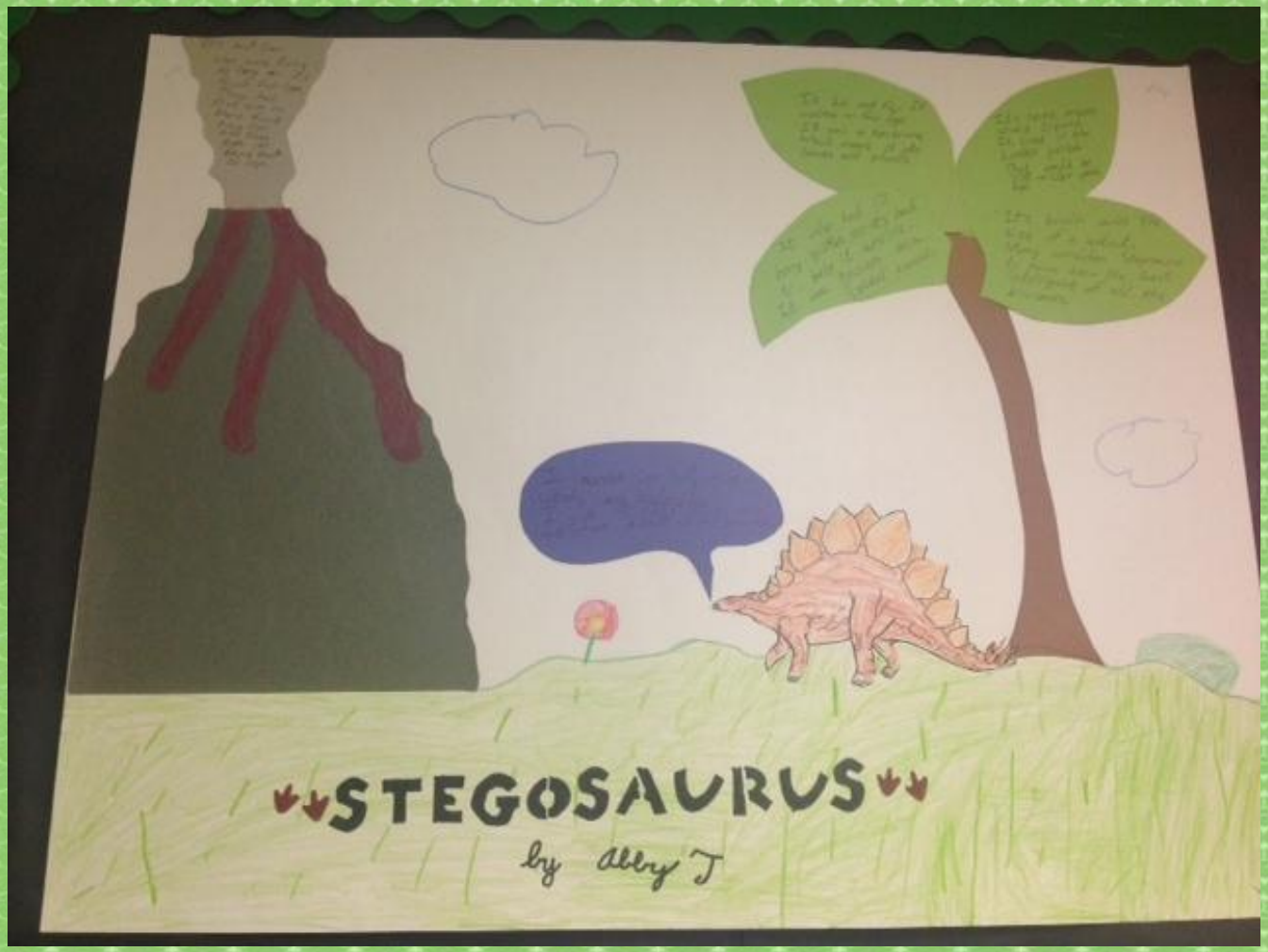
Universal Design for Learning in the Classroom (Hall, Meyer & Rose, 2012)
Design and Deliver (Loui Lord Nelson, 2014)

Assessment Principle

Guidelines and Checkpoints

Provide Multiple Means of Action and Expression	Resource	Description
Provide options for expression and communication		
Use multiple media for communication	iCreate to Educate	iCreate to Educate uses stop-motion animation as a learning tool and provides options in the media for communication.
Use multiple tools for construction and composition	Glogster BETA poster yourself	Glogster allows you to create "interactive posters" to communicate ideas. Students can embedded media links, sound, and video, and then share their posters with friends.
Build fluencies with graduated levels of support for practice and performance	Results by reading level for **search by reading level:** Basic 26% Intermediate 39% Advanced 36%	Use Google to search by Basic, Intermediate or Advanced reading levels

Stegosaurus Poster

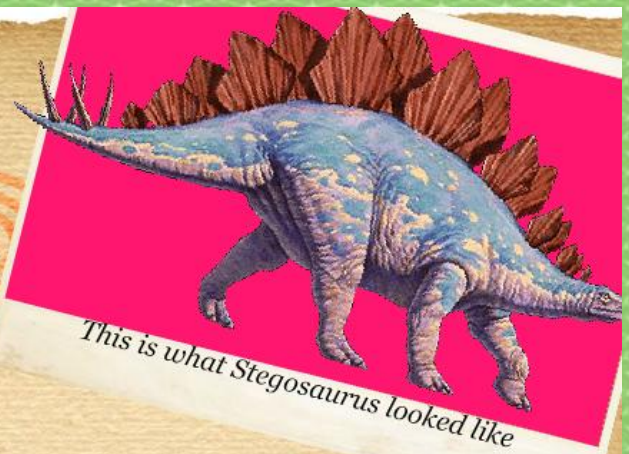


Stegosaurus Poster

Stegosaurus

Fast Facts

- *Lived in the late Jurassic Period*
- *Had 17 plates on their backs*



This is what Stegosaurus looked like

Stegosaurus was one of the dinosaurs that inspired the appearance for Godzilla

No one knows why Stegosaurus had plates...

or exactly how these plates were arranged along its back?

Assessment Guideline: Provide options for physical actions

- Explicitly addresses physical barriers
- Offer options so that students' motor skills do not hinder expression
- Consider audio recording, voice recognition software, alternative keyboards or joysticks, and other forms of technology

Universal Design for Learning in the Classroom (Hall, Meyer & Rose, 2012)

Assessment Principle
Guidelines and Checkpoints

Provide Multiple Means of Action and Expression	Resource	Description
Provide options for physical action		
Vary the methods for response and navigation	Windows Personalization & Ease of Access	Free accessibility and personalization options that are built into frequently used Microsoft applications
Optimize access to tools and assistive technologies	VOICENOTE for use with Google Chrome™	Simple and functional note pad that allows you to type with your voice

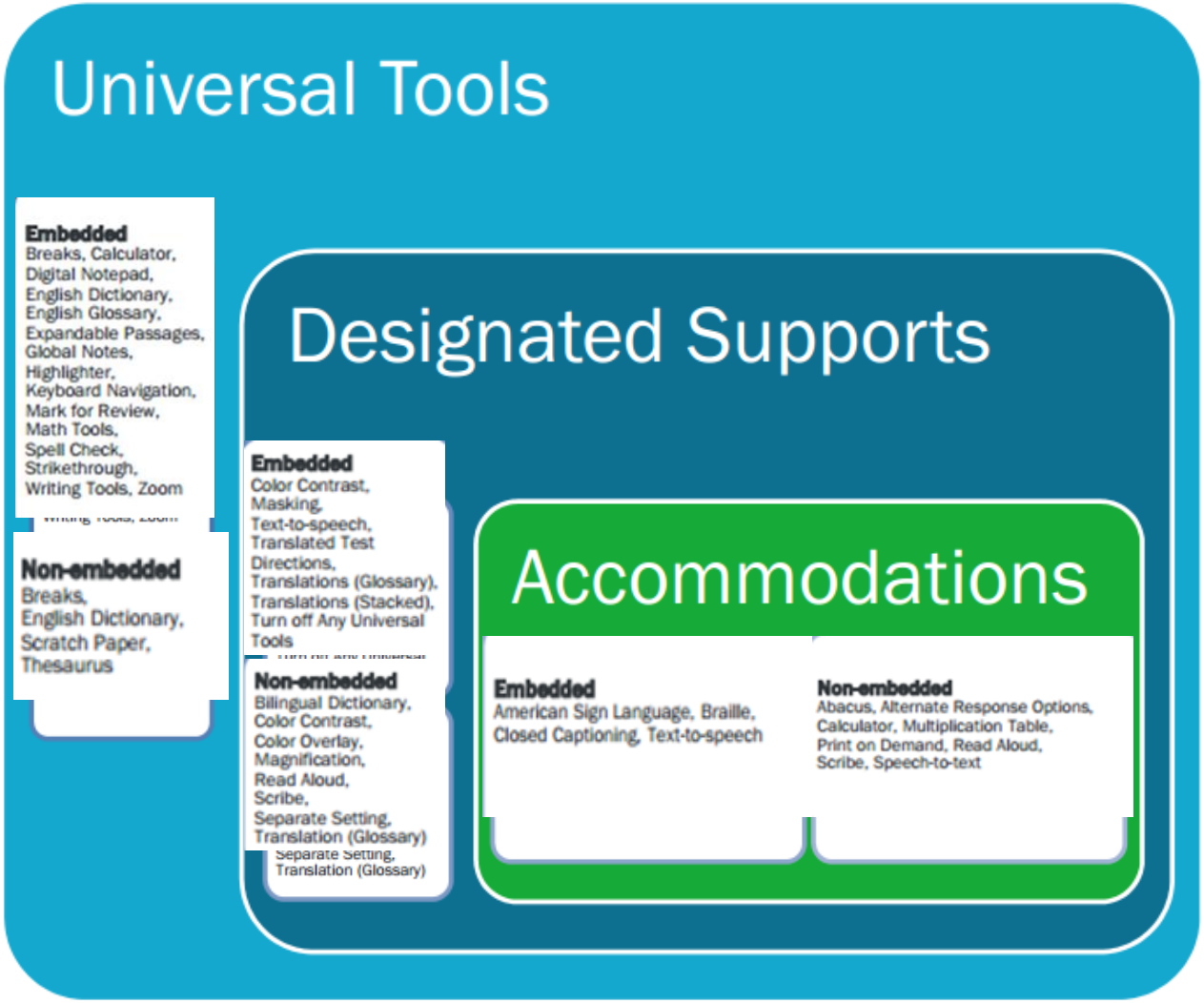
Many teachers already have great options to assess learners!

Reflection

- Take one minute and reflect on options for assessment in your district
  - Options:
    - Write out your thoughts
    - Draw an image that represents this
    - Share your thoughts aloud with a peer
    - Create your own option for reflection

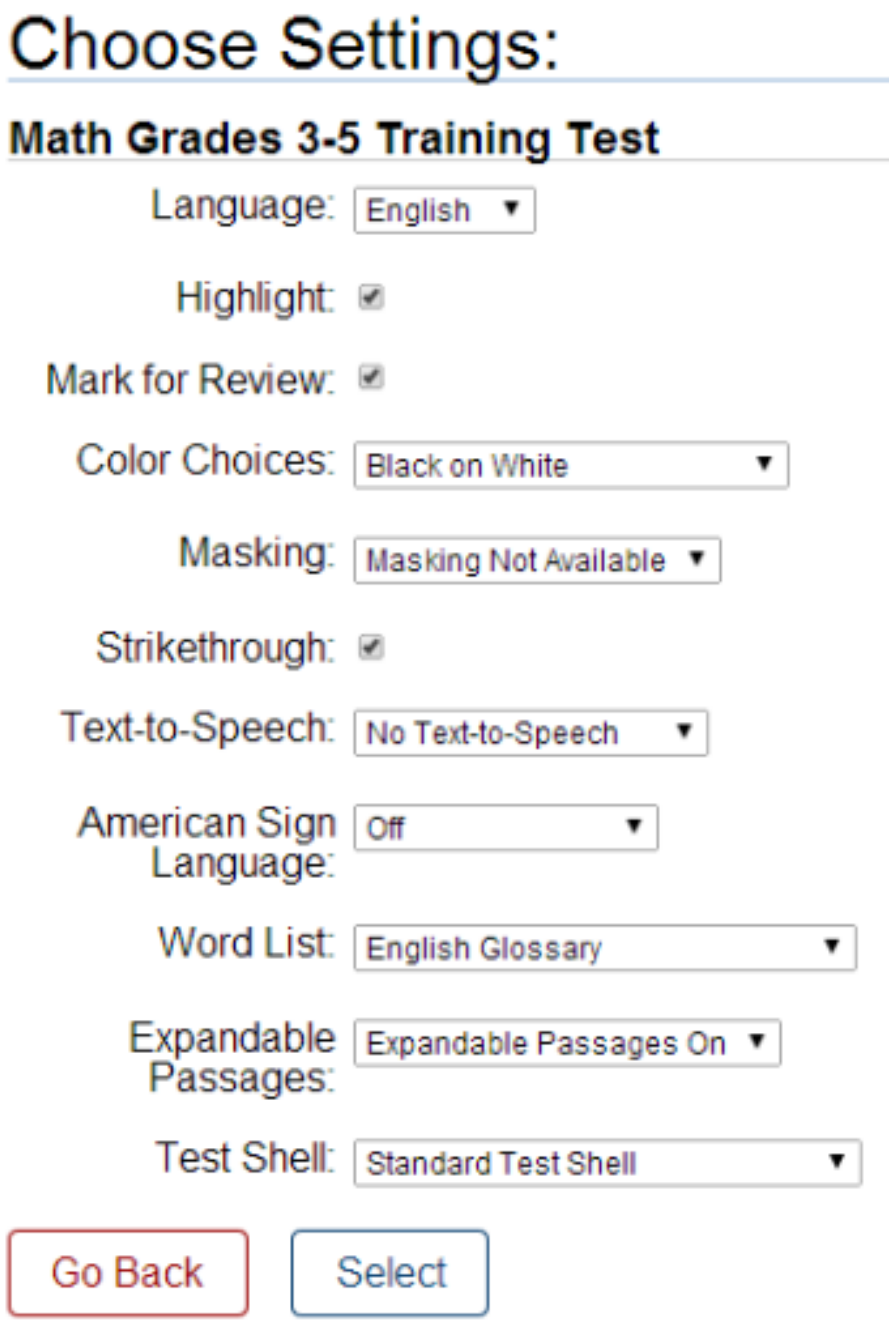
State Assessments

- New state assessments are promising they are being developed with principles of Universal Design for Learning



http://www.smarterbalanced.org/wordpress/wp-content/uploads/2014/03/SmarterBalanced_Guidelines_091113.pdf

Smarter Options



Accommodations for State Assessments

http://oea.dpi.wi.gov/assessment/accommodations

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3 Teaching and Learning Tools:

1. Curriculum

   Does your curriculum have built-in options for ALL students?

2. Instruction

   Do your instructional practices encompass a variety of materials and methods?

3. Assessment

   Do your current assessment practices offer multiple ways for students to display what they've learned?

Balanced Assessment

Refers to the use of using formative, benchmark and summative assessments to provide a complete and clear picture of student progress, student achievement, and instructional effectiveness

(WI RtI Center Glossary)

Recommendations of the
Next Generation Assessment Task Force

Crafting a Balanced System of Assessment in Wisconsin

Foundational Assumption

An effective assessment system has multiple components and balances strategies that meet varied purposes and stakeholder needs. One assessment cannot meet all purposes.

Balanced Assessment System

By Type

Formative	Benchmark	Summative
Daily Ongoing Evaluation Strategies	Periodic Diagnostic/Progress Assessments	Large-Scale Standardized Assessments
Immediate Feedback	Multiple Data Points Across Time	Annual Snapshot
Student-Centered	Classroom/School-Centered	School /District/State-Centered
To quickly inform instruction	To benchmark and monitor progress	To evaluate cumulative learning

Balanced Assessment System

By Purpose

	To plan learning *(prior to instruction)*	**To support learning** *(during instruction)*	**To monitor learning** *(between instruction)*	**To verify learning** *(after instruction)*
Formative Data *to quickly inform instruction*	Student learning goals, or student self-assessment	Feedback that informs both student and teacher in order to make real-time adjustments to teaching and learning	Feedback that allows teacher to see what progress has been made since last check-in	Feedback that confirms what the student knows and can do
Examples:	*-Teacher/Student discussion* *-First day observations*	*- Teacher/Student portfolio* *-Class blog; student journal*	*-Open questioning* *-Running records*	*-Exit activities* *-Portfolios*
Benchmark Data *to benchmark and monitor progress*	Data that shows a teacher the instructional starting point for a chapter, unit, semester, or year	Data that shows teacher what learning objectives have been mastered; what needs to be addressed next instructionally for individual students	Data that tracks student progress over time, providing periodic and multiple data points against benchmarks throughout the year. Can be used to promote program improvement in the short-term; instructional change; monitor student progress	Data that is used, along with other data points, to establish a grade or score. Can be used to make decisions about instruction, curriculum, and to make program adjustments
Examples:	*-Screener* *-Chapter pre-tests*	*-Graded class work* *-Curriculum based measures (CBM)* *-Running records*	*-Portfolios* *-Office discipline referrals* *-Curriculum based measures (CBM)*	*-Progress report* *-Interim assessment (post-test)*
Summative Data *to evaluate cumulative learning*	Data that aids teacher in planning future instruction; reflecting on general patterns; or establishing the big picture within a class of students	Data that informs classroom decisions such as groupings, alterations to curriculum maps, etc.	Data provides a snapshot (one point in time) of what students know and can do. Can be used to promote program improvement, curricular changes, instructional PD needs at school or classroom level	Standardized data is used to make decisions, typically on annual basis, at macro levels, about subgroups, schools, districts, states
Examples:	*-Prior year's AP Exams* *-Prior end of year scores*	*-Item analysis of prior summative test* *-End of unit assessments/grades*	*-Benchmark test scores* *-End of semester grades*	*- AYP reports* *-Suspension rates*

Please note: the examples are not an exhaustive list; also examples serve multiple purposes, not just those indicated in the above boxes.

Balanced Assessment System

Purpose

Provide stakeholders with data about academic achievement

- and -

Assist in improving the educational process to increase student achievement

5 Keys to Quality Classroom Assessment

1. Clear purpose
   - Why assess? Who will see results? What function does it serve?

2. Clear targets or outcomes
   - What is to be assessed? Do students understand targets? Clear? Measureable?

3. Sound design
   - What methods? Written well? Sampled how?

4. Effective communication
   - Report, communicate how?

5. Student involvement
   - Understand target, track progress, self-assess

WI RtI Center, Balanced Assessment Modu

How do we use Assessment AND Results to Help our Students Want to Learn?

1. Student-friendly targets from the beginning
2. Models of strong and weak
3. Continuous descriptive feedback
4. Teach self-assessment and goal setting
5. Teach one facet at a time
6. Teach focused revision
   - Do they see purpose of revision?
7. Teach self-reflection to track growth

(WI RtI Center, Balanced Assessment Module)

Things to Keep in Mind…

- Assessment methods should be aligned to achievement targets.
  - What's the purpose of the assessment?
- It's about what the student learns and not what the teacher teaches.
- Focus on assessment as learning
  - Students learning to identify quality to incorporate it into their work

Video

MITS Video
How does UDL change the classroom and instruction
UDL Video Series
How does UDL change the classroom and instruction?
MiTS
MICHIGAN'S INTEGRATED TECHNOLOGY SUPPORTS
Universal Design for Learning
>>Huge, huge difference.
00:08 / 05:52
Low
MITS Video

ACTIVITY:
Think – Pair – Share

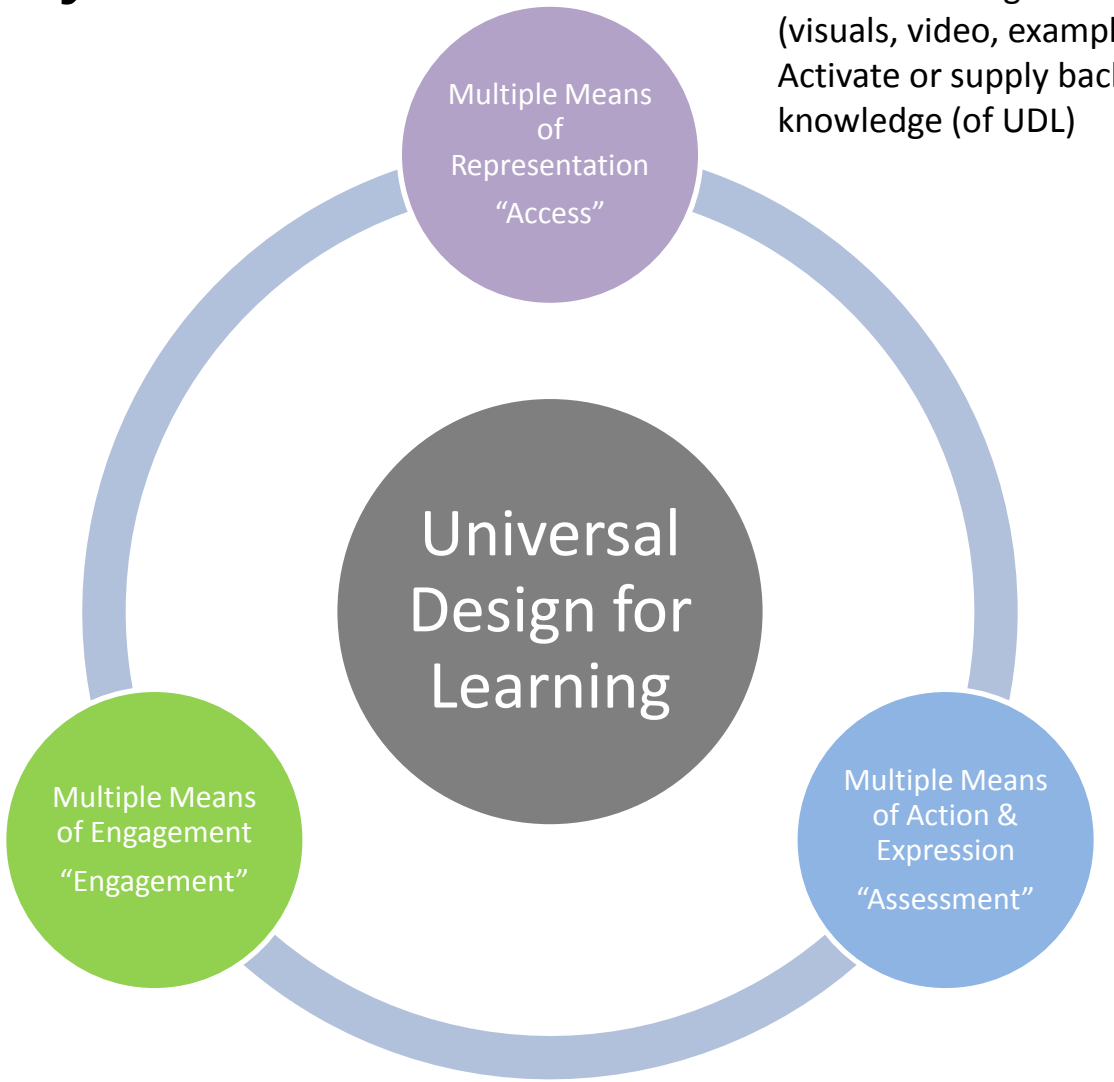
- What does balanced assessment look like in your district and how could you use the principles and guidelines of Universal Design for Learning to enhance that?

- What does your professional development look like?
  - Assessment?
  - Universal Design for Learning?

Volunteer?

What was UDL Today?

Illustrate through multiple media (visuals, video, examples, activities)
Activate or supply background knowledge (of UDL)



Provide options for recruiting interest (Use of video, humor, activities)
Develop self-assessment and reflection (reflect on assessment in your district)

Vary the methods for response and navigation (choices for reflection)
•Use multiple media for communication